

# Unit Cover Page

**Unit Title:** Create Your Own Story **Grade Level(s):** 9

**Subject/Topic Area(s):** Writing Fiction

**Key Words:** Fictional Story

**Designed By:** Meghan Hughes **Time Frame:** 4 Weeks

**School District:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Brief Summary of Unit (including curricular context and unit goals):**

\_\_\_\_\_  
\_\_\_\_\_  
*Students will create a unique short story as a final product. Students will be instructed throughout the unit on lessons discussing the importance of the understandings. Each lesson will help students to gain the understandings and will ensure they are familiar with the content areas in order to write their original short stories.*  
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\_\_\_\_\_  
\_\_\_\_\_

**Unit design status:** ☐ *completed Template pages - Stage 1, 2, and 3*

☐ *completed Blueprint for each performance task* ☐ *completed rubric(s)*

☐ *directions to students & teachers* ☐ *materials & resources listed*

☐ *suggested accommodations* ☐ *suggested extensions*

**Status:** ☐ *initial draft (date - \_\_\_\_\_)* ☐ *revised draft (date - \_\_\_\_\_)*

☐ *peer reviewed* ☐ *content reviewed* ☐ *field tested* ☐ *validated* ☐ *anchored*

## Stage 1: Identify Desired Results.

### Established Goals:

**G**

*Content Area: English  
Grade Level: Grade 9-10  
Domain: Writing Standard  
Cluster: Text Types and Purposes*

*Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."*

### What understandings are desired?

*Students will understand that:*

**U**

- *Character development is essential to telling a successful and effective story.*
- *A well-organized and driven plot is vital to the effectiveness of a story.*
- *The language and syntax must be appropriate for the content of the story.*

### What essential questions will be considered?

**Q**

- *How will character development and interaction influence the story overall?*
- *Why must the piece be well-organized and have a strong, driven plot?*
- *How would incorrect language deter from the effectiveness of the work?*

### What key knowledge and skills will students acquire as a result of this unit?

*Students will know:*

**K**

- *Important Events and People*  
*How to effectively portray and develop multiple characters*
- *Sequences and Timelines*  
*How to design and carry out a timeline to develop a plot and events*
- *Vocabulary*  
*How language influences the flow and the view of the audience*

*Students will be able to:*

**S**

- *Design a well-driven plot.*
- *Represent the thoughts, personalities, and relationships of the characters.*
- *Decide the events that will make up the plot.*
- *Aim the story at a particular age group.*
- *Consider the view of the audience.*
- *Reflect on each of the characters and their purposes.*

## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

### Performance Tasks\* (Summary in G.R.A.S.P.S. form):

**T**

*Goal: Create an eBook to be published in a new Kindle-version of a collection of short stories.*

*Role: Up coming writers interested in having a short story be published by a major publishing company.*

*Audience: Members of the Houghton Mifflin Harcourt Publishing Company located in Boston, MA.*

*Situation: Houghton Mifflin Harcourt Publishing Company is interested in creating a collection of young adult short stories in a Kindle version. They are looking for young adult fictional stories written by adolescents.*

*Product/Presentation: Students will create a short story in eBook format. You will create a short story to be evaluated for publication by Houghton Mifflin Harcourt Publishing Company.*

*Standards (Criteria from both rubrics - product and presentation):*

*Product: Character Development-15%, Setting Development-15%, Driven Plot-15%, Plot Conflict-15%, Plot Resolution-15%, Writing Style-25% Presentation: Composure-15%, Diction-15%, Readiness-20%, Understanding-15%, Product-20%, Organization-15%*

*\*Complete a Performance Task Blueprint for each task (next page).*

### Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

•Interview - (audio/video) Characters will be interviewed about events, feelings, and other characters and their relationships.

•Blog - Use a blog as a journal where the characters record his/her views, opinions, and relationships with other characters.

•Prezi - Use Prezi to set up and organize the events and situations of the plot.

•Storyboard - Use a template to create a storyboard to organize the plot, characters, and events.

•Newscast - Create a review of the book by the author, and consider the author's opinion on how the book will be received by the audience.

•Poster - Create a book cover or movie poster to reflect on the themes of the story, and make sure the images are appropriate to the intended audience.

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### Student Self-Assessment and Reflection:

•Pre-Assessment - Have a group discussion about techniques that make up a good story to know what to go over before starting.

•Checking Understanding - Clickers, Fill In Thoughts, Quick Writes, Exit Ticket, One Sentence Summary, Definitions are us.

•Timely Feedback - Self, Peer, Teacher.

**sa**

# Assessment Task Blueprint

**What understandings/goals will be assessed through this task?**

**G**

*Character development is essential to telling a successful and effective story. A well-organized and driven plot is vital to the effectiveness of a story. The language and syntax must be appropriate for the content of the story.*

*Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."*

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

*Writing Fiction*

*Short Stories*

**Through what authentic performance task will students demonstrate understanding?**

## **Task Description:**

**T**

*Houghton Mifflin Harcourt Publishing Company, out of Boston, MA, is looking for upcoming adolescent writers. They are interested in creating a Kindle version collection of young adult short stories, and they are specifically looking for adolescents to be the writers of the stories from their new collection. Students stories must demonstrate mastery of character development, plot organization, and audience recognition. Through several steps, the short stories will be composed by each individual student. These stories will be submitted to Houghton Mifflin Harcourt Publishing Company electronically. If selected as a finalist, students must create a 5 minute presentation in which they demonstrate their understandings of the focuses given by Houghton Mifflin Harcourt Publishing Company. The board will review both the story and the presentation, and will make a final decision on which stories will be published in the newest collection of adolescent young adult fiction short stories.*

**What student products/performances will provide evidence of desired understandings?**

*eBook*

*Oral Presentation*

**By what criteria will student products/performances be evaluated?**

- Character Development 15%
- Setting Development 15%
- Driven Plot 15%
- Plot Resolution 15%
- Plot Conflict 15%

- Composure 15%
- Diction 15%
- Readiness 20%
- Comprehension 15%
- Content 20%



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

**(W)** 1.1 Students will understand that a well-organized and driven plot is vital to the effectiveness of a story **(Where)**. Understanding plot will give you tools to understand real life situations, and will help you to create solutions to problems **(Why)**. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." **(What)**

**(H)** 1.2

**(E)** 1.3 Students will know: Sequences and Timelines - How to design and carry out a timeline to develop a plot and events **(Equip)**, Students will use a Story Map 1 to organize and materialize their ideas for the plot. Once this is complete, students will participate in a Gallery Walk to look at the ideas of their peers **(Explore)**, These skills and information will allow each student to create an individual storyboard for their short story **(Experience)**.

**(R)** 1.4 An Exit Ticket will be used to check for the student's understanding. The Exit Ticket will consist of a list of at least 5 topics that they are considering using as main points in their short story **(Rethink)**, Students will have a checklist for themselves to keep track of the information they provided on the exit ticket **(Rethink&Revise)**, Teacher will assess the validity of the ideas provided by each student, and will conference with each student individually about their ideas **(Revise&Refine)**.

**(E)** 1.5 Formative Assessment - **Pre-Assessment**: (Have a group discussion about techniques that make up a good story to know what to go over before starting), **Checking for Understanding**: Exit Ticket, **Timely Feedback**: Self, Teacher **(Evaluate)**

**(T)** 1.6 Tailors

**Verbal**: Students will be able to write in their storyboard to expand on their ideas.

**Logic**: Students will be able to demonstrate their logic when they are asked to set up the storyboard and organize the order of events for their story.

**Visual**: The story board will include images to help enhance the effectiveness of the portrayal of events for the story.

**Musical**: Students can also include any songs or lyrics that they think are essential to the event, and will have to explain the relevance to the event.

**Kinesthetic**: In the initial planning stage, students will be able to cut out their events and move them around until they are happy with the order they have decided on.

**Intrapersonal**: Students will have to opportunity to work on these story boards on their own in the classroom.

**Interpersonal**: Students will be provided with feedback from the teacher, and will also have the opportunity to discuss their ideas with their surrounding peers.

**Naturalist**: Students may have the opportunity to research places to use for their setting. They will be able to describe what it looks like, how it feels, and how the setting will influence the order of events in the story.

**(O)** 1.7 Students will be able to decide the events that will make up the plot, **(Application) Product**: Storyboard, **Number of Days**: (1-2) Organize



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



**(W)**2.1 Students will understand that a well-organized and driven plot is vital to the effectiveness of a story **(Where)**. Understanding plot will give you tools to understand real life situations, and will help you to create solutions to problems **(Why)**. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." **(What)**

**(H)** 2.2

**(E)**2.3 Students will know: Sequences and Timelines - How to design and carry out a timeline to develop a plot and events **(Equip)**, Students will use a Story Map 2 to elaborate on their ideas for the plot. They will then use a ThinkPad Brainstorm to work with their peers and talk about their ideas **(Explore)**, Students will use Prezi to help them organize and demonstrate the main ideas of their plot **(Experience)**.

**(R)** 2.4 A Definitions are Us will be used to evaluate the student's understanding of terms related to plot **(Rethink)**, Students will also be given a worksheet to keep notes on related to the development of plot **(Rethink&Revise)**, The teacher will assess the accuracy of the definitions provided by each student and return for feedback **(Revise&Refine)**.

**(E)**2.5 Formative Assessment, **Checking for Understanding**: Definitions are Us, **Timely Feedback**: Self, Teacher **(Evaluate)**

**(T)** 2.6 Tailors

**Verbal**: Students will have to opportunity to use their verbal skills by writing descriptions on the Prezi slides.

**Logic**: Students will have to order their slides in a way that makes sense depending on their order of events.

**Visual**: The Prezi will provide visual learners with the opportunity to view the transitions and order of events by moving the Prezi slides.

**Musical**: Students will be able to link songs chosen in lesson 1 to their Prezi slides.

**Kinesthetic**:

**Intrapersonal**: Students will have the opportunity to work alone on this assignment.

**Interpersonal**: Students will be able to receive feedback from the teacher and surrounding peers on the effectiveness of the formation of their Prezi.

**Naturalist**:

**(O)**2.7 Students will be able to design a well-driven plot, **(Explanation) Product**: Prezi, **Number of Days**: (2-3) Organize

## Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



**(W)**3.1 Students will understand that character development is essential to telling a successful and effective story **(Where)**. Understanding character development will give you skills to relating to and understanding people in the real world **(Why)**. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." **(What)**

**(H)** 3.2

**(E)**3.3 Students will know: Important Events and People - How to effectively portray and develop multiple characters **(Equip)**, Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters. They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers **(Explore)**, Students will create a blog in journal format to express the views and opinions of a character in their short story **(Experience)**.

**(R)** 3.4 A Fill in the Thought sheet will be used to prompt students in regards to important aspects of creating a characters personality **(Rethink)**, Students will assess their work by determining what it is they want to include in the description of each character **(Rethink&Revise)**, The teacher will provide feedback about the strength of the characteristics chosen by each student **(Revise&Refine)**.

**(E)**3.5 Formative Assessment, **Checking for Understanding: Fill in Thought, Timely Feedback: Self, Teacher (Evaluate)**

**(T)** 3.6 Tailors

**Verbal:** Students will be able to use their verbal skills to express the characteristics of the characters selected for their story.

**Logic:** Students will be able to organize their blog in a way that makes sense to them, and they should be able to explain why they chose the organization they did.

**Visual:** Students will be able to add visuals to their blog to help enhance the development of their characters.

**Musical:** The student may choose to link music to the blog that they imagine their character would enjoy. This could help explain and develop the personality of their character.

**Kinesthetic:**

**Intrapersonal:** Students will be able to work on their blog posts individually.

**Interpersonal:** All students will have access to the blogs of their peers. This will allow for conversations to be had about the effectiveness and development of the characters.

**Naturalist:**

**(O)**3.7 Students will be able to represent the thoughts, personalities, and relationships of characters.

**(Interpretation) Product:** Blog, **Number of Days:** (1-2) Organize

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



**(W)**4.1 Students will understand that character development is essential to telling a successful and effective story **(Where)**. Understanding character development will give you skills to relating to and understanding people in the real world **(Why)**. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." **(What)**

**(H)** 4.2

**(E)**4.3 Students will know: Important Events and People - How to effectively portray and develop multiple characters **(Equip)**, Students will use a Wheel Organizer to reflect on the unique quirks about their characters. They will then use a Team-Pair-Solo activity to receive additional feedback on the effectiveness of their characters **(Explore)**, Characters will be interviewed about events, feelings, and other characters and their relationships **(Experience)**.

**(R)** 4.4 Students will submit a Quick Write which discusses a specific character in great detail **(Rethink)**, Students will be able to determine which key characteristics they want to continue, and any characteristics they might want to change about their characters **(Rethink)**, Students will be able to assess the strength of their character after they are given the opportunity to create a write up **(Rethink&Revise)**, The teacher will provide feedback on the strength of the character and their ability to write about them in depth **(Revise&Refine)**.

**(E)**4.5 Formative Assessment, **Checking for Understanding:** Quick Write, **Timely Feedback:** Self, Teacher **(Evaluate)**

**(T)** 4.6 Tailors

**Verbal:** Students will be able to write down and articulate the opinions of their characters in an interview format.

**Logic:** Students will be able to organize and conduct their own interviews in a way that they feel will be effective.

**Visual:** Students have the option to create a visual production to express their interview.

**Musical:** Students have the option to do a vocal recording to show their interview. In this step music and other effects may be added to influence the effectiveness of the interview.

**Kinesthetic:** Students have the option to do a physical performance if they choose to do a visual recording for their interview.

**Intrapersonal:** Students have the option to work on their work alone if they choose.

**Interpersonal:** Students may seek help from their peers whether they choose to do a visual or audio production.

**Naturalist:** If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their interview by the characters.

**(O)**4.7 Students will be able to reflect on each of the characters and their purposes, **(Self-Knowledge)**

**Product:** Interview, **Number of Days:** (1-2) Organize



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W)5.1 Students will understand that the language and syntax must be appropriate for the content of the story (Where). Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future (Why). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (What)*

*(H) 5.2*

*(E)5.3 Students will know: Vocabulary - How language influences the flow and the view of the audience (Equip), Students will use an Observation Chart to keep track of elements that may influence the reader. They will use a Team Project to test whether or not these elements are evident to other readers.*

*(Explore) Create a review of the book by the author, and consider the author's opinion on how the book will be received by the audience (Experience).*

*(R) 5.4 Students will submit a One Sentence Summary of their purpose for their audience (Rethink), Students will have to be meticulous in what they choose to include in their sentence (Rethink&Revise), The teacher will provide feedback relating to the validity of the purpose provided by the student (Revise&Refine).*

*(E)5.5 Formative Assessment, Checking for Understanding: One Sentence Summary, Timely Feedback: Self, Teacher (Evaluate)*

*Verbal: Students will be able to write a script for a review of the story from the audience.*

*Logic:*

*Visual: Students will be able to create a visual presentation of their newscast to represent the review of the book.*

*Musical: Students will be able to include music into their newscast to help enhance it's effectiveness.*

*Kinesthetic: Students will choose how they want to act out their newscast to be recorded.*

*Intrapersonal:*

*Interpersonal: Students will be able to seek assistance from peers in order to create their visual production.*

*Naturalist: If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their book review.*

*(O)5.7 Students will be able to consider the view of the audience, (Empathy) Product: Newscast,*

*Number of Days: (2-3) Organize*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

*(W)6.1 Students will understand that the language and syntax must be appropriate for the content of the story. (Where) Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future (Why). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (What)*

*(H) 6.2*

*(E)6.3 Students will know: Vocabulary - How language influences the flow and the view of the audience (Equip), Students will use a Goal-Reason Web to discuss why they chose to target the audience they chose, and what elements influenced their decision. They will use a Numbered Heads activity to have their peers evaluate how their writing influences the audience (Explore), Create a book cover or movie poster to reflect on the themes of the story, and make sure the images are appropriate to the intended audience (Experience).*

*(R) 6.4 Students will participate in a Clicker, which will discuss the strengths and weaknesses of images related to audience interpretation (Rethink), Students will be able to view feedback from their peers and themselves in the assessment (Rethink&Revise), The teacher will be able to assess the student's feedback and will be able to provide the students with more information relating to the view and impressions of the audience (Revise&Refine).*

*(E)6.5 Formative Assessment, Checking for Understanding: Clickers, Timely Feedback: Self, Teacher (Evaluate)*

*(T) 6.6 Tailors*

*Verbal: Students will be able to add words to their visual in order to express the views from the audience.*

*Logic: Students will need to choose an appropriate representation of the influence they believe their story will have on the audience.*

*Visual: Students will create a visual representation of the view of their story from the audience.*

*Musical:*

*Kinesthetic:*

*Intrapersonal: Students will be able to work on this assignment on their own.*

*Interpersonal: Students will be able to seek assistance and conversation from their peers about the effectiveness and appropriateness of their visual.*

*Naturalist: Students will be able to express the setting through visuals. Setting is vital to the effectiveness of the story.*

*(O)6.7 Students will be able to aim the story at a particular age group, (Perspective) Product: Poster, Number of Days: (1-2) Organize*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



Friday	5 Lesson 3 Interview 3.1 Character 3.2 Trailers 3.3 Venn Diagram 3.4 Fill in Thought 3.5 Self, Teacher 3.7 Interpretation 2 Days	10	15
Thursday	4	9 Lesson 5 Newscast 5.1 Language 5.2 Trailers 5.3 Vocabulary 5.4 One Sentence 5.5 Self, Teacher 5.7 Empathy 3 Days	14
Wednesday	3 Lesson 2 Prezi 2.1 Plot 2.2 Trailers 2.3 Story Map 2 2.4 Definitions are Us 2.5 Self, Teacher 2.7 Explanation 3 Days	8	13
Tuesday	2	7 Lesson 4 Character 4.1 Character 4.2 Trailers 4.3 Wheel Organizer 4.4 Quick Write 4.5 Self, Teacher 4.7 Self-Knowledge 2 Days	12
Monday	1 Lesson 1 Storyboard 1.1 Plot 1.2 Movie Trailers 1.3 Story Map 1 1.4 Exit Ticket 1.5 Self, Teacher 1.7 Application 3 Days	6	11 Lesson 6 Poster 6.1 Language 6.2 Trailers 6.3 Goal-Reason 6.4 Clicker 6.5 Self, Teacher 6.7 Perspective 2 Days